Office of the Senate Secretariat

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ACADIA
UNIVERSITY

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at 1.00 p.m. on Wednesday, 14th June 2017 in BAC 132.

The agenda follows:

1. Approval of Agenda

2. Minutes of the Meeting of 10 May 2017

3. Announcements

4. New Business

   a) 2016-2017 Academic Sector Budget Actuals (*H. Hemming*) (*to be circulated*)

   b) Annual Report from the President for 2016-17 (*attached*) (*President Ivany*)

   c) Motion that Senate approves the revised statement "An Acadia Education" for inclusion in the Calendar. (*attached*) (*R. Raeside*)

   d) Motion from the A&AS (Policy) Committee That the Ad-Hoc Admission and Academic Standing (Appeals) Committee of Senate be returned to a standing committee of Senate effective September 1, 2017. *The A&AS Policy Committee met on May 16, 2017 and unanimously supported this motion.* (*attached*) (*H. Hemming*)

   e) Motion from the A&AS (Policy) Committee that the wording in Part V: Academic Regulations and Policies of the Academic Calendar regarding Examinations be changed to read as follows:

   ~~**Final Examinations**~~
   December examinations are held for ~~all~~ first term courses~~, for all 1000-level courses,~~ and may be required in any two-term course. Examinations are held in April for ~~all~~ second term and ~~all~~ two-term courses.
   The A&AS Policy Committee met on June 5th and agreed unanimously that the paragraph be reworded. (attached) (J. Hooper)

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f) Notice of Motion from the Faculty Support Committee:
   *that Senate supports the recommendation that a Teaching and Learning Centre be
   established on campus, and staffed appropriately to provide faculty
   professional development and support in relation to teaching and learning.* (*attached*)
   (*D. Silver*)

g) Senate Committee Annual Reports

   i.   Curriculum Committee (Policy) (2016-2017) (*attached*)
   ii.   Senate Disability Policy Committee (2016-2017) (*attached*)
   iii.   Faculty Support Committee (2016-2017) (*attached*)
   iv.   Academic Integrity Committee (2016-2017) (*attached*)
   v.   Admission & Academic Standing (Policy) Committee (2016-2017)
          (*attached*)
   vi.   Academic Planning Committee (2016-2017) (*attached*)
   vii.   Academic Program Review Committee (2016-2017) (*attached*)
   viii. Board of Open Acadia (2016-2017) (*attached*)

h) Senate Ad-hoc Committee Reports
   i)   Ad-hoc Committee on Community Engagement (*attached*)
   ii)   Ad-hoc Relationships with Other Post-Secondary Institutions Committee
          (*attached*)

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

ACADIA
U N I V E R S I T Y

OFFICE OF THE PRESIDENT

TO: SENATE, ACADIA UNIVERSITY

FROM: RAYMOND E. IVANY, PRESIDENT AND VICE-CHANCELLOR

SUBJECT: PRESIDENT'S ANNUAL REPORT

DATE: JUNE 7, 2017

In my previous reports to Senate, I described our operating context and the relationship between Acadia's financial circumstances and our ability to maintain and enhance our academic programs. The broader context has not changed markedly over the course of the past year, so I will not repeat that analysis. Rather, I will attempt to describe the notable changes in our environment over the past year, and then update the key academic data sets that we have been monitoring on an on-going basis.
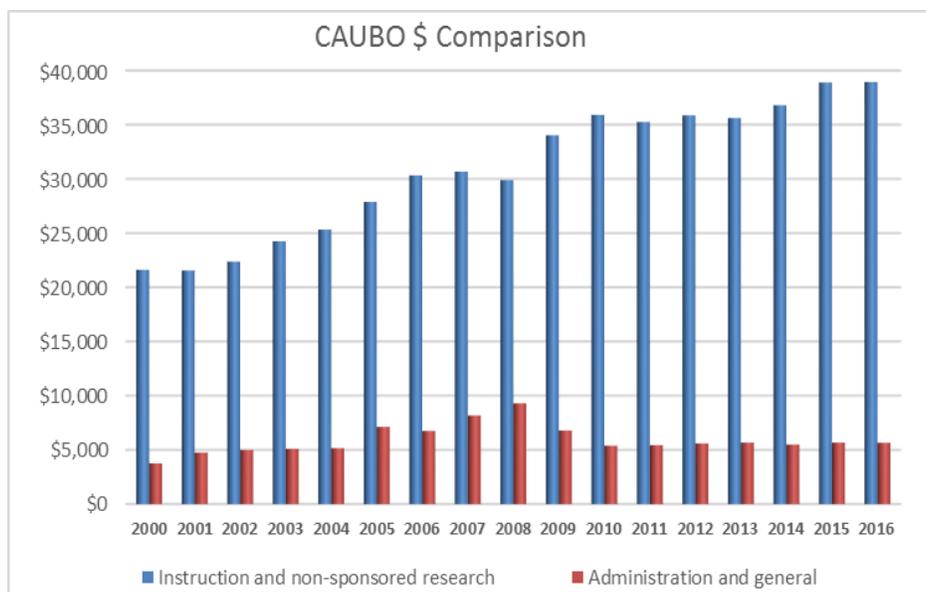
I am very pleased to report that we have been able to make 12 tenure track, 23 CLT faculty, 4 instructor and 2 librarian appointments in the past year. The credentials and experience of our new colleagues have been impressive and they have brought new energy to campus and commitment to their teaching and research.

Tenure Track:	
Dr. Stephen MacLean	Business
Dr. Alice Cohen	Earth & Environmental Science
Dr. Xiaoting Wang	Economics
Dr. Colin King	Kinesiology
Dr. Nicole Nolette	Languages & Literatures (French)

Dr. Trevor Avery	Mathematics & Statistics / Biology
Mark Adam	Music
Dr. Mojtaba Kaviani	Nutrition & Dietetics
Dr. Can Mutlu	Politics
Dr. Joseph Hayes	Psychology
Dr. Claudine Bonner	Sociology / WGST
Dr. Saara Liinamaa	Sociology / WGST
Contractually-Limited Term Positions (Faculty):	
Dr. Melanie Coombs	Biology
Dr. Russell Easy	Biology
Martha Cheney	Business
Dr. Patricia Corkum	Business
Dr. Hassan Sarhadi	Business
Michael Kennedy	Business
Dr. Jun Zhao	Economics
Tanya Mudry	Education
Dr. Matthew Rogers	Education
Sonya Singer	Education
Dr. Robert Shields	Education
Dr. Erin Wunker	English & Theatre
Sarah Campbell Bligh	Nutrition & Dietetics
Dr. Ruben Sandapen	Physics
Dr. Birdie Bezanson	Psychology
Dr. Nadiya Slobodenyuk	Psychology
Dr. Anthony Gracey	Sociology

Dr. Sarah Rudrum	Sociology
Tom Aime	Languages & Literatures: French
Ariane Goulet	Languages & Literatures: French
Julien Leviel	Languages & Literatures: French
Mark Andre Freitag	Languages & Literatures: German PAD
Karoline Garus	Languages & Literatures: German PAD
Probationary Instructor Positions:	
Dr. Stephanie Jones	Psychology
Contractually-Limited Term Positions (Instructors):	
Dr. Hamed Aly	Mathematics & Statistics
Angelo Posteraro	Engineering
Dr. Lauren Lattimer	Kinesiology
Academic Librarians:	
Maggie Neilson	
Britanie Wentzell	

Over the past academic year, we have also been able to continue our high level of support to Instruction and Non-Sponsored Research (CAUBO's standard category).

CAUBO $ Comparison

A bar chart titled "CAUBO $ Comparison" showing two series from 2000 to 2016:

Year	Instruction and non-sponsored research	Administration and general
2000	~$21,500	~$3,700
2001	~$21,500	~$4,700
2002	~$22,300	~$4,900
2003	~$24,200	~$5,000
2004	~$25,300	~$5,100
2005	~$27,800	~$7,000
2006	~$30,300	~$6,700
2007	~$30,700	~$8,100
2008	~$29,800	~$9,200
2009	~$34,000	~$6,700
2010	~$35,900	~$5,300
2011	~$35,200	~$5,400
2012	~$35,800	~$5,600
2013	~$35,600	~$5,700
2014	~$36,800	~$5,500
2015	~$38,900	~$5,700
2016	~$38,900	~$5,600

Although our audit process is not yet completed, I am also pleased to confirm that our financial performance has been better than budget and we will likely finish the 2016-17 fiscal year with a slight deficit of approximately $250,000. It has been a long struggle to restore a solid financial framework for Acadia and I want to thank all members of the university community for their hard work and commitment. Our financial projections of balanced budgets through to 2020/21 are cause for optimism although it is still appropriate to sound a note of caution as these results are attainable only if several key assumptions 'break our way'. Nevertheless, we can all take some satisfaction that we now have a financial model that can sustain Acadia into the foreseeable future.

The other major news over the past year relates to the funding of our long-awaited renovation to Elliott and Huggins Halls. On September 14, the Honourable Scott Brison, President of the Treasury Board and M.P. for Kings-Hants, on behalf of the Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development, and the Honourable Kelly Regan, Nova Scotia Minister of Labour and Advanced Education and M.L.A. for Bedford announced funding for Acadia's Science Complex under the Strategic Investment Fund (SIF). Of the $15.98-million investment, $10.48 million will come from the Government of Canada and $5.5 million from the Province of Nova Scotia. Acadia University is responsible for raising an additional $6.27 million for a total investment of $22.25 million. I am pleased to report that, through the generosity of many alumni and friends of Acadia, we have already exceeded our fundraising goal. The additional funds will be used as a contingency and to make additional improvements to the interior of Huggins Science Hall.

The funding will be used to completely renovate chemistry laboratories in Elliott Hall, reduce energy consumption by 'wrapping' the exterior of Huggins Hall and create an additional new structure – an Innovation Pavilion – connecting the two buildings. The project addresses a critical infrastructure need in our chemistry facilities as well as achieving a greenhouse gas reduction of approximately 1300 tons of carbon/year. In addition, the Innovation Pavilion will create space for laboratories and support services for industrial liaison, commercialization and co-op education. The

project will provide our students with state-of-the-art laboratories as well as the unique opportunity to literally 'look across the hallway' to see chemistry being put into action through collaborative projects involving faculty and senior students.

This is truly a transformative project for Acadia. I have known since my arrival at Acadia that renewal of our science facilities (particularly chemistry) was a pressing need but the high cost of scientific space meant we could not undertake the project alone. It took a government program with a specific mandate to make this a reality and I have told Ministers Brison and Regan as well as Premier McNeil that: 'while there will be many large and important initiatives funded under the SIF program, I believe there will be no project that is more 'mission critical' to the host university than the Science Complex at Acadia.'

As Senators are aware, I asked Dr. Jeff Hennessy and Dr. Donna Hurlburt to Co-Chair a President's Advisory Council on Indigenization to make recommendations regarding Acadia's response to the Truth and Reconciliation Commission. The Advisory Council requested a change in their name to the President's Advisory Council on Decolonization as a broader term that more accurately reflected the spirit of the TRC's calls to action. The Advisory Council will provide an interim report to the President on June 21st (National Aboriginal Day), with a final comprehensive report due in November, 2017. The interim report will introduce the members of the council, present an overview of the council's mandate, and outline the major theme areas from which the final set of recommendations will emerge. The council has also worked to prepare a comprehensive protocols and procedures document for working with indigenous peoples at Acadia, and this document will be included with the interim report. The council will spend the summer months discussing its recommendations and will prepare for fall campus consultation sessions with various constituencies in the university and wider community.

U4 League/Maple League of Universities

The goal of this collaboration between Acadia, Bishop's, Mount Allison, and St. Francis Xavier Universities, formerly known as the U4 League, is to promote the common objective of providing domestic and international students with a high-quality, high-engagement undergraduate university education. The member universities are champions for the value of intimate-scale, primarily undergraduate, residential experiences, inspired by the best traditions of a liberal education and fueled by students' close connections with faculty, staff and peers.

2016 was a big year for the U4 League. On November 9th, at a gala dinner in Toronto, we introduced a new name for the U4 League – The Maple League of Universities. The highlight of this well-attended event was a performance by a choral group comprised of faculty, students and alumni of all four member institutions. The following day, the four Maple League Presidents delivered a presentation entitled 'Putting Undergraduate Education First' to an audience of prospective students, high school teachers and community leaders at the Canadian Club.

There were also several notable 'firsts' for the Maple League in the 2016-17 academic year. Each member institution included the Maple League logo and description in our respective university

viewbooks. In addition, the four universities held collaborative recruitment events in Toronto, Calgary and Vancouver. The past year also marked the introduction of making courses available to Maple League students through a virtual classroom model. One of those initial courses originated from Acadia as Dr. Jamie Sedgwick delivered *Genocide and Justice* (HIST 3693) to students at Mount Allison, St. F. X. and Bishop's. There was also a Greek language course (Mount Allison) and a Mi'kMaw language course (St.F.X.).

Many faculty, staff, and students have been involved with Maple League and U4 initiatives since its inception. Finally, we were very pleased to have Dr. Alice Cohen appointed to the Academic Committee which plans and oversees joint academic initiatives for faculty and students.

Fundamental Science (Naylor) Review

The long-awaited report of the Federal Advisory Panel on Support for Fundamental Science was released by Minister of Science Kirsty Duncan on April 10th. The panel was comprised of accomplished Canadians led by Dr. David Naylor, former President of the University of Toronto and they tabled 35 recommendations that provide a roadmap for substantive transformation of university-based science funding in Canada. The report detailed evidence of an erosion in Canada's competitive position in support of science/discovery as compared to G20 and other Asian nations. The scale of the recommended funding increase is very significant - $1.3 billion/year.

Recommendations also included enhanced support for early-career researchers, strategic and coordinated attention to international and interdisciplinary research collaboration, improved gender equity in science, and substantially increased funding for discovery research. The report also called for the establishment of a new National Advisory Council on Research and Innovation that would be composed of 12 to 15 members, including prominent scientists and scholars. The new council would report directly to the Prime Minister's Office and would be given the task of reviewing and assessing all components of the funding system and weighing in before the government launches any new funding organizations and initiatives. In addition, the Naylor Panel recommended a new body to coordinate the work of the three granting councils - Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and engineering Research Council (NSERC) and Canadian Institutes of Health Research (CIHR) – as well as Canada Foundation for Innovation (CFI). The report has been heralded as bold and transformative and is expected to form the basis of the current federal government's policy framework for science funding. The report's recommendations on international research collaborations, multidisciplinary research, high-risk/high-reward projects and a focus on early career researchers were also noteworthy.

There is little doubt that the report has the potential to dramatically alter the research funding landscape in Canada. For Acadia, it is noteworthy that the Naylor review also demonstrated an awareness/sensitivity to the arguments we've been making re the particular challenges facing small, primarily undergraduate universities. I was especially pleased to see explicit discussion of the limitations of the 'scale argument' and a concomitant recognition of the value of a diverse research ecosystem. In short, I believe we are entering a critical period where the Federal Government is considering the Naylor Report and it is my view that there exists a window of

opportunity for Acadia – and our Maple League sister institutions – to advance a perspective on the criticality of combining teaching and research in our distinctive academic model. More specifically, it will be important for us to explicate the connection between the research funding landscape and our ability to attract and retain a professoriate who are able to mount robust research programs that create opportunities for undergraduates.

The following sections were prepared by the Vice President Academic.

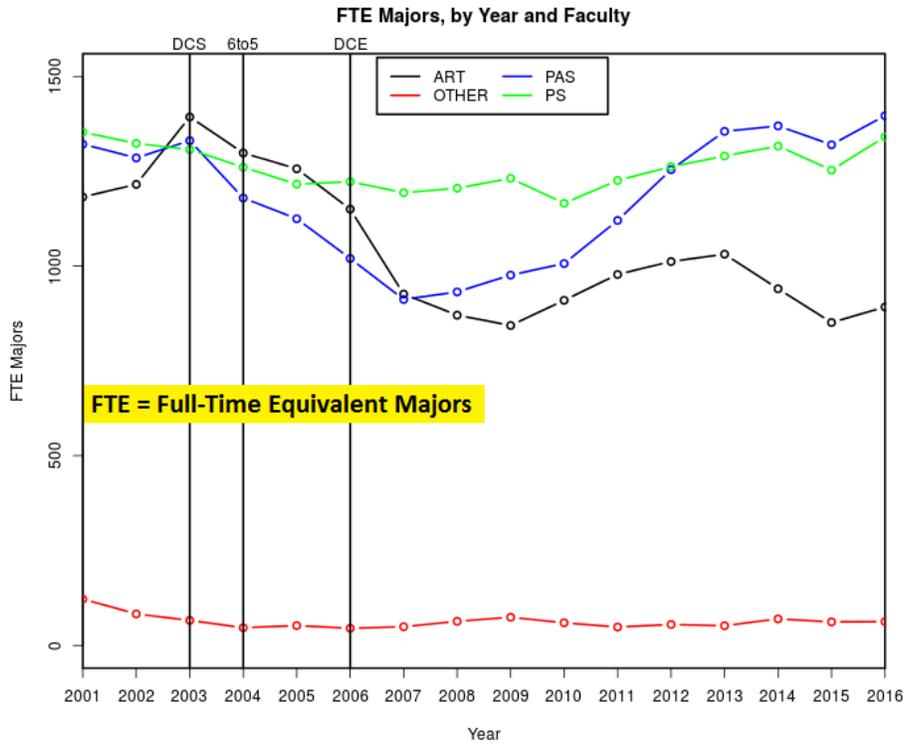## Update on Enrolment Patterns Across Campus

Volatility in enrolments continues to be a challenge facing the academic sector. Acadia experienced its peak enrolment in 2003 when the province of Ontario graduated a double-cohort of students after eliminating Grade 13. Peak enrollment was followed by a decline that lasted until 2007. We began to rebuild in 2009, which resulted in the highest percentage enrolment increase in Atlantic Canada during the 2009-2014 period. In 2015, despite an unforeseen decline in first-year enrolments due to a confluence of campus-specific factors, first-year numbers for 2016 reversed the previous year's decline, and the preliminary numbers for September 2017 appear to be following the 2016 path. In an increasingly competitive market in which the number of students graduating from high school in the Atlantic region continues to decline, we believe enrolments will continue to be a challenge. However, recent reports from the Admissions Office indicate that domestic admits for 2017 show an increase in the Atlantic, Ontario and Western regions.

The graph below illustrates the history of Acadia's full-time undergraduate enrolments since 2001.
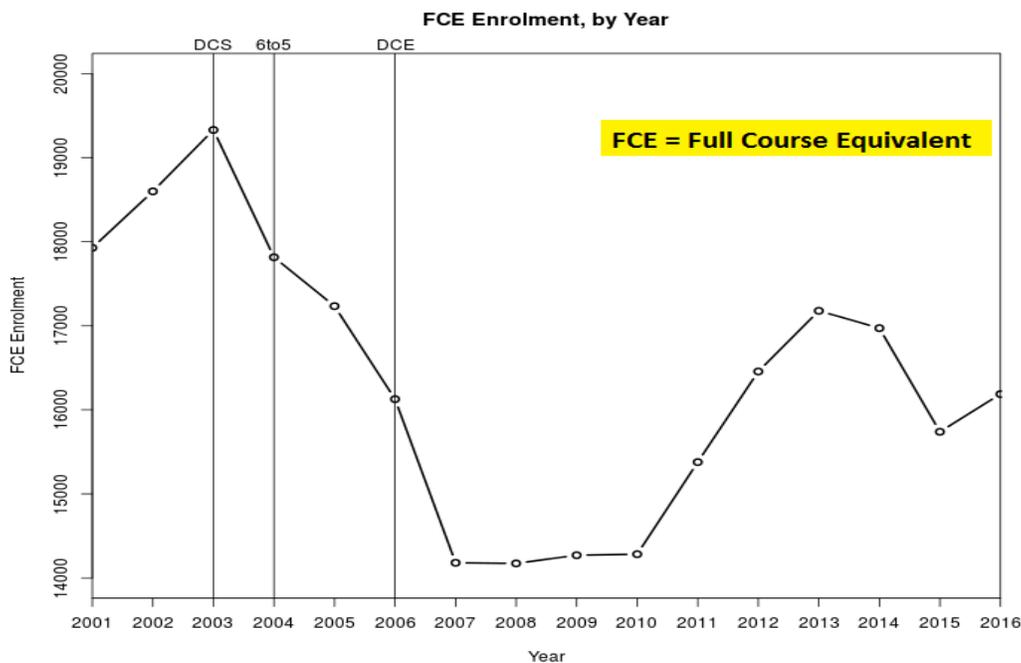

Enrolment patterns within the academy have continued to shift not only at Acadia, but also at universities across North America. The growth of enrolments in universities across Canada in both

the STEM (science, technology, engineering, and mathematics) disciplines as well as professional programs, such as Business and Kinesiology, has been mirrored at Acadia as illustrated in the graph below, which charts full-time enrolments in Acadia's three Faculties over the past sixteen years. All three Faculties experienced a decline in course enrolments in 2015 (related to the drop in first-year students during the 2015-2016 academic year). In 2016, after the recovery of the first-year class size, course enrolments have increased in Professional Studies (back to 2014 levels) and in Pure and Applied Sciences.

FTE Majors, by Year and Faculty

The change in Acadia's enrolment patterns across the Faculties has not been uniform, not merely in terms of majors, but also in the distribution of the student body in courses across campus as illustrated in the following graph.

FCE Enrolment, by Year and Faculty
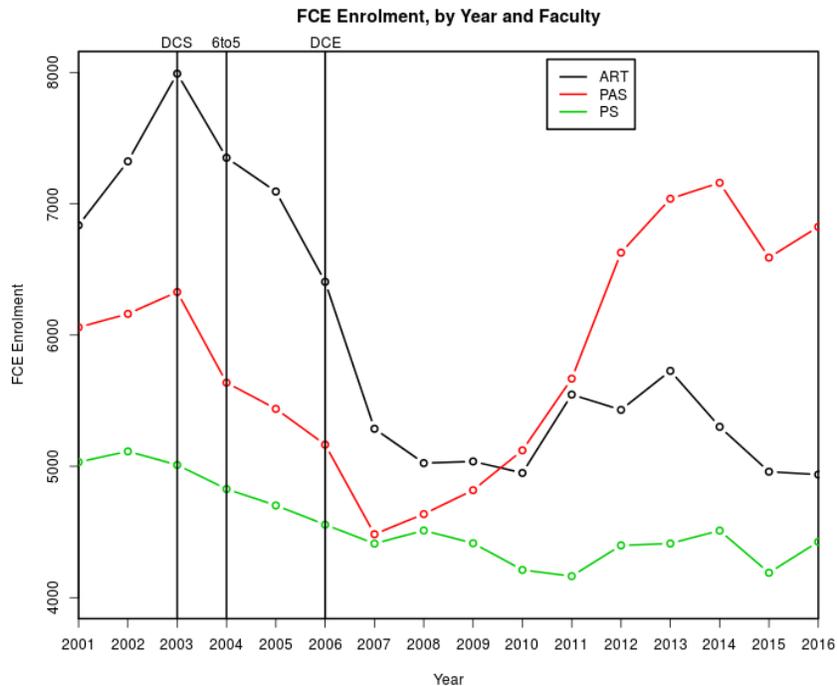
Complement and the Work of the Academic Planning Committee

A significant challenge and reality we face in the academic sector is that we need flexibility to meet the ebbs and flows of program needs. It should be noted that the allocation of tenure-track positions, as well as permanent librarian and instructor positions, has not been the only way that we have responded to the instructional needs of academic units over the past few years. In addition to permanent positions such as the ones that were authorized or converted to positions with permanence we have also been using a combination of CLT positions for both professors and instructors along with part-time per course positions to support the delivery of Acadia's academic programs as demonstrated in the table below. In addition to allowing us to deal with the issue of emerging program needs the part-time per course positions have enabled us to provide resources to academic units for faculty to pursue research and other projects.

The Senate Academic Planning Committee (APC) reviewed the 2016-2017 submissions and developed a ranking of the permanent faculty/librarian requests. Twelve tenure –track, four probationary instructor positions and two continuing librarian positions were ranked.
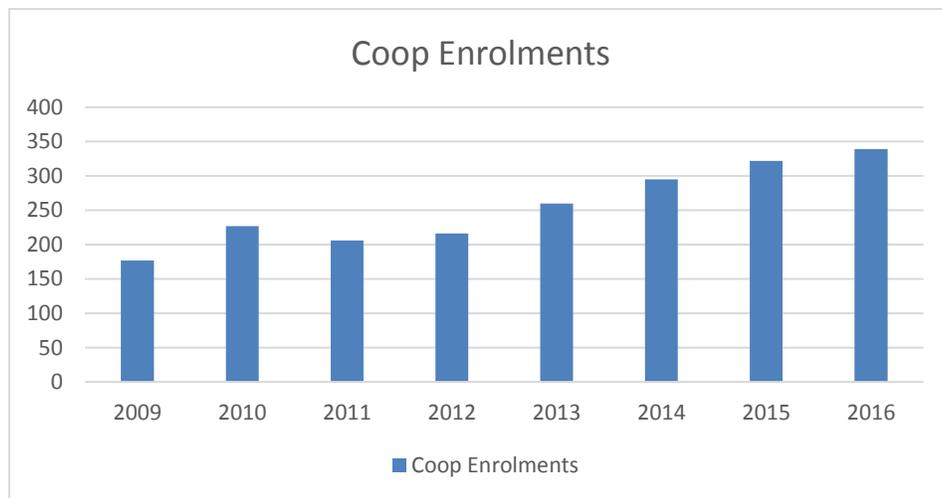
Cooperative Education

Co-op continues to demonstrate growth in terms of number of programs with a co-op option and the number of students pursuing coop. Among similar institutions, Acadia's Co-op Program is advanced in terms of its quality, size, and reach with a co-op option available in over 80% of disciplines giving Acadia a distinct competitive recruitment advantage across business, sciences

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and the arts.

Following a rigorous review which holds co-op programs across the nation to the highest standard of quality, Acadia's Co-op program received national accreditation from the Canadian Association of Cooperative Education, the governing body for co-op within Canada. This accreditation is held for a period of six years.

In October, the Maritime Provinces Higher Education Commission approved the addition of a co-op option to the degree of Bachelor of Arts in Environmental and Sustainability Studies (with and without Honours). This brings the overall total number of co-op programs at Acadia to 24, representing over 80% of all of Acadia's programs.

In the Fall of 2016, we attracted 140 new students to Acadia's co-op program – impressive given that 80% of these students are from a smaller than normal second year cohort. There were 340 students enrolled in coop, representing 10% of the overall estimated current student population. The graph below depicts the growth in co-op enrolments over the last eight years.

Coop Enrolments

Year	Coop Enrolments
2009	~177
2010	~227
2011	~205
2012	~215
2013	~260
2014	~295
2015	~320
2016	~338

Bachelor of Education Review

The provincial review of initial teacher education (i.e. Bachelor of Education programs) is moving forward through the province-wide B.Ed. Steering Committee. This Committee, comprised of the provincial Deans and Directors of Faculties and Schools of Education, representation from School Superintendents Council and from Senior Administration in the Department of Education, and chaired by MSVU President Ramona Lumpkin, is mandated to direct the development of a provincial B.Ed. program template reflective of the new provincial teaching standards and the province's Action Plan for Education. At meetings held at Acadia on May 9th and 10th, the Deans and Directors drafted an "umbrella curriculum" intended to serve as the set of program principles guiding the up-coming review, as well as guiding the future development of B.Ed. programs in the

province and of new provincial teacher certification regulations. The draft umbrella curriculum, grounded in current scholarship in teacher education and informed by salient issues raised across two years of the monthly deliberations of the B.Ed. Steering Committee, was presented to and endorsed by the full B.Ed. Steering Committee at its May 17th meeting. Framed in terms of anticipated B.Ed. program outcomes, the umbrella curriculum now becomes a guiding document for self-studies to be carried out by the Schools and Faculties of Education over the next six months, as well as informing a program review process proposal scheduled to be presented to the B.Ed., Steering Committee by representatives from MPHEC at the Committee's next meeting on June 21st.

Agreements with other Post-Secondary Institutions

The newly established *Senate Relationships with Other Post-Secondary Institutions Ad-hoc Committee* has recently begun its work which includes developing a framework of process and procedures that ensure academic integrity and quality of educational experience are at the core of the agreements.

During this academic year Acadia has signed articulation agreements with the following: the Nova Scotia Community College's *Energy Sustainability Engineering Technology* diploma program to Acadia's *Environmental and Sustainability Studies – Community Development* degree program; the NSCC's *Social Services Diploma, Recreation for Healthy Communities Diploma* and the *Therapeutic Recreation Diploma* to Acadia's *Bachelor of Community Development* and with Sir Sanford Fleming College's *Earth Resources Technician Program* and *Environmental Program* to Acadia's *Bachelor of Science (Geology or Environmental Science Program*).

## May 2017 Degrees Conferred at Acadia University

During the 2017 convocation, 1032 degrees were bestowed on graduates. For the first time, Acadia granted PhD degrees (Doctor of Philosophy in Educational Studies) to two students, Dr. Cynthia Ann Bruce and Dr. Elizabeth Anne Jardine.   Further, 182 Masters degrees and 850 Bachelors degrees were awarded.

Degree	Count
Graduate	**182**
Applied Geomatics (Masters)	1
Biology (Masters)	9
Chemistry (Masters)	2
Computer Science (Masters)	1
Divinity (Masters)	9
Education (Masters)	120
Educational Studies (Doctoral)	2
English (Masters)	5
Geology (Masters)	1
Mathematics and Statistics (Masters)	5
Ministry (Doctoral)	6
Political Science (Masters)	1

Psychology (Masters)	5
Social and Political Thought (Masters)	1
Sociology (Masters)	2
Theology (Masters)	12
Undergraduate	**850**
Applied Science (Bachelor)	27
Applied Science (Certificate)	61
Biology (Bachelor)	69
Business Administration (Bachelor)	147
Canadian Studies (Bachelor)	2
Chemistry (Bachelor)	11
Classics (Bachelor)	2
Community Development (Bachelor)	21
Computer Science (Bachelor)	19
Computer Science (Certificate)	1
Economics (Bachelor)	15
Education (Bachelor)	66
English (Bachelor)	16
Environmental and Sustainability Studies (Bachelor)	11
Environmental Science (Bachelor)	12
French (Bachelor)	3
French Proficiency (Certificate)	8
Geology (Bachelor)	22
German (Bachelor)	3
History (Bachelor)	21
Kinesiology (Bachelor)	92
Mathematics and Statistics (Bachelor)	10
Music (Bachelor)	15
Music Therapy (Bachelor)	10
Music Therapy (Certificate)	2
Nutrition (Bachelor)	61
Philosophy (Bachelor)	3
Physics (Bachelor)	5
Politics (Bachelor)	15
Psychology (Bachelor)	51
Recreation Management (Bachelor)	3
Sociology (Bachelor)	30
Spanish (Bachelor)	2
Theatre (Bachelor)	5
Theology (Bachelor)	7
Women's and Gender Studies (Bachelor)	2
Grand Total	**1032**

I want to close my last report to Senate by thanking all Senators for their commitment to protecting the academic integrity of our university. I have long believed that one of faculty's most important responsibilities is to serve as 'keepers of the academic flame' of the university and that is expressed at the highest level in the work of Senate. During my tenure, I have attempted to keep Senators apprised of the key developments facing the university and tried to be open and transparent as we've debated important issues on the floor of Senate. I hope I have made a small contribution to the well-being of one of Canada's best universities, and I offer my best wishes to Senators, and all colleagues, as you steward the academic mission of Acadia.

Sincerely,
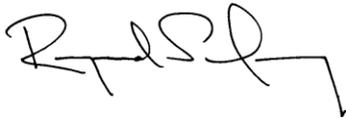
Raymond E. Ivany
President and Vice-Chancellor

Appendix

2016-2017 Reports to the Board of Governors from the Vice-President Academic (Acting), Vice-President Advancement, Vice-President Enrolment and Student Services and Vice-President Finance, Administration and CFO

Curriculum Committee (Policy): Motion to Senate, 12 June 2017

The Curriculum Committee (Policy) was charged by Senate to answer the question "How does Acadia provide a liberal education?"

To respond, the committee considered the statement in the current Calendar (p. 9):

Original Text from 2016-2017 Calendar:

AN ACADIA EDUCATION
1. Is rigorous and liberal and requires students to gain knowledge and understanding within and across disciplines.
2. Focuses on the whole student and fosters healthy academic, social, and residential experiences to develop well-rounded critical thinkers, engaged citizens, and lifelong learners.
3. To accomplish this, an Acadia education:
4. Is personalized in that students and faculty build close educational relationships that foster critical thinking, deep understanding, and attitudes of lifelong learning.
5. Encompasses a variety of curricular and extracurricular experiences that develop engagement with community and society on the principles of modern citizenship, ethical decision-making, and accountability.
6. Emphasizes the importance of understanding all facets of the environment.
7. Promotes students' participation in research and creative endeavours in order to enhance their critical thinking and analytical reasoning, and to foster their understanding of the importance of these activities.

Having reviewed this statement the committee members considered rewording the statement as follows. We think that the revisions are in a more logical order, and we have attempted to tighten the wording.

Proposed revisions (with rationales provided in italics; the rationales are included here to answer the question posed, but it is not intended that they be included in the Calendar):

An Acadia Education:
1. Is rigorous and liberal and requires students to gain knowledge and understanding within and across disciplines.
   To achieve this goal, all degree programs at Acadia contain course work within the major(s) and outside the major areas, with stipulation in most cases to include courses from other faculties. Most programs provide at least 15 credit hours of student-selected elective courses.

2. Is personalized in that students and faculty build close educational relationships that foster critical thinking, deep understanding, and a commitment to lifelong learning.

   To achieve this goal, degree programs typically contain a requirement of a minimum number of 3000- and 4000-level courses, including capstone courses and senior seminar courses. The commitment to lifelong learning is achieved by example from the teaching faculty members who also conduct research in the discipline, present recent findings in their disciplines. Students learn such a commitment by working with faculty in project courses and attending conferences themselves.

3. Encompasses a variety of curricular and extracurricular experiences that inspire engagement with community and society on the principles of citizenship, responsibility, accountability and ethical decision-making.
   To achieve this goal, a wealth of extracurricular activity is available to students, for example, S.M.I.L.E., Active Aging, the Robotics competition, student clubs and societies, guest seminars, and performances. Curricular experiences include items like project work, field studies, and Co-op.

4. Emphasizes the importance of understanding all facets of the environment.
   The nature of the degree programs requires students to study in other areas from their majors, and some disciplines offer courses specifically oriented to students learning outside their discipline (Chemistry in our World, Natural Disasters).

5. Promotes students' participation in research and creative endeavours to enhance and appreciate analytical reasoning and critical thinking skills.
   Almost all degree programs have components that strive to this goal: theses, project courses, experiential learning, independent studies, directed readings, research-based options.

6. Focuses on the student holistically and fosters healthy academic, social, and residential experiences to develop students consistent with Acadia's mission.
   This statement was reduced and moved from current Calendar statement 2 as we felt it provided a suitable conclusion to the concept of "an Acadia Education."

MOTION FROM THE ADMISSION AND ACADEMIC STANDING (POLICY) COMMITTEE

MOTION:

That the Ad-Hoc Admission and Academic Standing (Appeals) Committee of Senate be returned to a standing committee of Senate effective September 1, 2017.

The A&AS Policy Committee met on May 16, 2017 and unanimously supported this motion.

MOTION FROM THE ADMISSION AND ACADEMIC STANDING (POLICY) COMMITTEE

MOTION:

That the wording in Part V: Academic Regulations and Policies of the Academic Calendar regarding Examinations be changed to read as follows:

~~Final Examinations~~
December examinations are held for ~~all~~ first term courses, ~~for all 1000-level courses,~~ and may be required in any two-term course. Examinations are held in April for ~~all~~ second term and ~~all~~ two-term courses.

The A&AS Policy Committee met on June 5th and agreed unanimously that the paragraph be reworded.

Recommendation:

The FSC recommends that a Teaching and Learning Center be created at Acadia as soon as possible to deal with the many important issues that the T&L survey has raised. We see this taking on a staged approach using existing resources at first and adding in new resources as funding becomes available. The first tangible step would be to create a TLC Planning Committee under the appropriate body that would develop a plan over the summer and fall and report to Senate by December 2017, with implementation starting in early 2018

Motion:

that Senate supports the recommendation that a Teaching and Learning Centre be established on campus, and staffed appropriately to provide faculty professional development and support in relation to teaching and learning.

Senate Curriculum Committee (Policy)
Annual Report to Senate

Committee Members:

Paul Callaghan   Chair of Curriculum Committee (Administrative) ex-officio
Jeff Banks   Registrar or Delegate (Non-vote) ex-officio
Ann Smith   University Librarian or Delegate ex-officio
Heather Dahringer   Arts
Roxanne Seaman   Professional Studies
Rob Raeside   Pure and Applied Science
Christopher Killacky   Theology
Colin Mitchell   Student

The committee met on:
          19 September 2016
          26 October 2016
          2 December 2016
          3 March 2017
          21 March 2017
          18 April 2017
          30 May 2017

As a new committee, the members spent some time initially reviewing the mandate of the committee, and a list of areas to be addressed that was received from the predecessor Curriculum Committee. It was recognised that not all areas can be dealt with immediately, some awaiting other actions on campus (e.g. the review of the BA and BSc programs).

Two main areas were addressed by the committee:

-   Review of the mechanism for program creation and closure: this item was presented to Senate in April and approved by Senate in May.

-   What is an Acadia Education? This item has been prepared and presented to Senate for consideration in June.

Respectfully submitted,
Rob Raeside, Chair

Disability Policy Committee
Annual Report to Senate (2016-2017)

Membership:
Kathy O'Rourke (Disability Resource Facilitator)
Abu Kamara (Accessible Learning Coordinator)
Jeff Banks (Registrar) *acting*
Jeff Torbert (Arts)
Lynn Aylward (Professional Studies) *sabbatical Jan-June 2017*
Rick Mehta (Science)
Carol Anne Janzen (Theology)
Brianna Jarvin (ASU)

Duties of the Committee
1. To monitor the implementation of the Acadia University Senate *Policy Regarding*
Support and Accommodation for Students with Disabilities **(revised January 2015)**
2. To conduct an annual review of the Disability Policy and if necessary, recommend to
Senate amendments to the policy
3. To deal with other matters which Senate might refer to the Committee

Committee Meetings were held on Oct. 26, Nov. 27, and Feb. 27 with a report made to
Senate at the Nov. 14th Senate meeting.

With respect to monitoring the implantation of the Disability Policy, the Disability
Resource Facilitator and Accessible Learning Coordinator highlighted the following
activities:

- *Instructor Information Form*—**as of September 2017, the** *Instructor Information*
  Form **will be sent directly to faculty members via email (from Accessible Learning**
  or Registrar) rather than students having to deliver a hard copy. This email will
  have the same information that would be on the paper copy. This new approach will
  prevent some students from waiting to request accommodations until later in the
  term as well as improve communication between Accessible Learning and faculty
  around supporting students that seek validity in their accommodation requests. It
  was noted that this is the norm at most other academic institutions.

- *Faculty Development/Information Sessions*—**Accessible Learning staff held several**
  information sessions for faculty at the department level during the 2016-2017 year.
  There are plans to meet with Deans, Directors and Department Heads to help
  disseminate information on accessibility services, strategies for reducing barriers
  and to answer questions. The Accessible Learning staff invite all faculty to visit their

offices in Rhodes Hall to learn more about what they do and how accessible learning functions at Acadia.

- *Accessible Learning Website*—**major update to be completed summer 2017.**

- *ACORN Course Portal*—**All students registered with Accessibility Services are now automatically enrolled in a course portal on their ACORN home page that links to all the various resources and contact information for accessibility- and disability-related services and departments on campus as well as information on time management skills, the writing centre, high school to university transition, and first generation student resources.**

Accessible Learning Student GPA's

There was a request made by Senators during the Nov. 14th Senate meeting for more information on academic records for students registered with Accessible Learning. The Accessible Learning Staff gathered the information below following the Disability Policy Committee meeting on Feb. 27th. There was general agreement during the meeting that it is questionable to directly link these results to accommodation requests, as there are many possible causes that affect student retention and GPA.

Average GPA's

Accessible Learning	SGPA	
Arts	2.66	
Sciences	2.83	
Prof. Studies	2.84	

Overall total average Accessible Learning Students
sgpa = 2.78   cgpa = 2.73
4% of our students are below 1
13% of our students are between 1 & 1.99
35% of our students are between 2 & 2.99
44% of our students are between 3 & 3.99
4% of our students are a 4
Respectively submitted by J. Torbert, Acting Chair/Secretary

Faculty Support Committee Report

Faculty Support Committee Report to Senate – Cover Letter   **June 14, 2017**

The current Faculty Support Committee (FSC) is composed of the following people:

Membership(9)	Representative	Term	Retirement	Replacement
1 VP Academic (or designate)	Jeff Banks	ex-officio		
1 Assoc. of Atlantic Univ FDC rep	Darcy Benoit	ex-officio		
1 Coord. of Academic Technologies	Duane Currie	ex-officio		
1 Arts	Lance LaRocque	3 yrs.	2019	
1 Prof. St.	Ann Dodge	2 yrs.	2018	
1 P & A Sc.	Danny Silver [Chair]	1 yr.	2017	*Repl. L. Price Sabb*
1 Theology	Christopher Killaccky	1 yr.	2017	
1 Librarian/Archivist	Mike Beazley [Sec]	1 yr.	2017	
1 Student	Senewa Sena	1 yr.	2017	

The FSCs' Mission Statement: To contribute to the success and development of Acadia University Faculty.

Standard duties of the FSC are:
1) to advocate for teaching and learning resources for faculty
2) to collect input from all stakeholders to develop and submit policy recommendations to Senate regarding academic technologies
3) to collect faculty ideas and develop suggestions to meet faculty development needs
4) to promote teaching excellence on campus and aid in the selection processes for the submission of Acadia faculty for internal and external teaching awards
5) to consider such matters as Senate may from time to time entrust to the Committee

2016-17 FSC Meetings:
The FSC has met 13 times since October, 2016 (Oct 10, Nov 3, Nov 17, Dec 20, Jan 11, Feb 08, Feb 22, Mar 08, Mar 22, Apr 05, Apr 19, May 03, and May 14), as well as several sub-committee meetings taking place during that same time.

Requests by Senate:
We have focused on the Senate requests made of the committee in 2016, while taking into consideration the committee's larger mandate.   Those requests are as follows:

1) Investigate current research and practices related to the role of technology in learning. How are faculty at Acadia using technology at present, and how can the university further support sound pedagogical use of technology in future?
2) Investigate possible hybrid models of course delivery that incorporate in-class and online learning modalities.
3) If necessary, develop an updated statement(s) of what a credit hour and/or a 3-credit course is, based on alternative/hybrid models.
4) Propose various means of support for faculty teaching/pedagogy development activities.

The above requests resulted in the creation of three working sub-committees: a faculty teaching and learning survey group, an alternative/hybrid course and credit group, and a teaching and learning ways and means group.   These working groups have created three reports for Senate (attached) as well as supporting detail documents for Survey that can be provided upon request. An overview of each of these reports is provided below along with their suggestions and/or recommendations.

FSC Report to Senate - Course Delivery Models

The Faculty Support Committee is recommending that a Course Delivery Decision Model (CDDM) approach of Brinthaupt *et al.* (2014) or one similar to it be adopted at Acadia. The model places a focus on developing clear learning outcomes for a course and structuring the course around those outcomes using the full range of delivery models (from traditional classroom, through various blended forms, to fully online). The models process allows faculty and students both to understand the goals and expectations for the course and to tailor the deliver of information so as to optimize the formation of knowledge in the students mind. To develop the model and deploy it properly, the Faculty Support Committee sees the need for professional assistance in area of teaching and learning at Acadia. More on this below.

FSC Report to Senate - Credit-hour Definition

The Faculty Support Committee, having reviewed credit hour definitions in Canada and abroad, and to support the use of alternative delivery models, has moved in the direction of changing the credit hour definition from a teacher-centered definition to a learner-centered definition. We could use feedback from Senate in order to revise such a new credit hour definition in advance of making a recommendation. An initial frame for a learner-centered credit hour definition is:
*One credit hour (1h) is assigned to a class that is expected to engage a student in an average of x hours of activity per week, including any laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent time at intersession. A 3h course would be expected to engage a student in approximately **3**x hours of activity **per week**, including any laboratory, tutorial, and examination requirements for approximately 12 weeks.*

The committee suggests that an agenda item be added to a future Senate meeting so as to receive Senators feedback after reviewing the attached report.

FSC Report to Senate - Teaching and Learning Faculty Survey Summary & Recommendations

During the process of investigating recent surveys on the role of learning technologies at other institutions, the committee concluded that it would be beneficial to broaden our survey and investigative efforts to consider more general resources in support for teaching and learning. Learning technologies is one of several important factors affecting teaching and learning at the post-secondary level.

During the months of December 2016, to April 2017, the FSC undertook the development and administration of a survey of faculty to identify their perceived interests in different topics within the area of teaching and learning. The objective was to determine those areas of support for teaching and learning that are considered of greatest value and importance to faculty. The attached report summarizes the results of an analysis of the survey responses and provides a recommendation for Senate based on the analysis. [A Committee Rep will review the highlights of the Summary and Recommendations]

Recommendation:
The FSC recommends that a Teaching and Learning Center be created at Acadia as soon as possible to deal with the many important issues that the T&L survey has raised. We see this taking on a staged approach using existing resources at first and adding in new resources as funding becomes available. The first tangible step would be to create a TLC Planning Committee under the appropriate body that would develop a plan over the summer and fall and report to Senate by December 2017, with implementation starting in early 2018

Motion:
that Senate supports the recommendation that a Teaching and Learning Centre be established on campus, and staffed appropriately to provide faculty professional development and support in relation to teaching and learning.

Teaching and Learning Faculty Survey Summary and Recommendations

ExecutiveSummary

During the months of December, 2016, to April, 2017, the Faculty Support Committee undertook a survey of faculty to identify their perceived interests in different topics within the area of teaching and learning. The objective was to determine those areas of support for teaching and learning that are considered of greatest value and importance to faculty. This report summarizes the results of an analysis of the survey responses and informs recommendations made to Senate based on the analysis.

The survey was administered to faculty over the period of March 27 to April 14, 2017. Ninety three complete responses were submitted, with the majority being from full-time faculty members.

The primary focus of the survey was to determine which supports and types of professional development faculty perceived as being the most important to their development as faculty members in terms of teaching and learning. Following a review of the similar institutional surveys and in consultation with Open Acadia and Student Services, the Faculty Support Committee identified a variety of survey topics to focus on. The topics of interest were quantitatively ranked by two different meeasures, and an examination of variation in responses to demographic differences is explored within the report.

Overall, by both metrics tested, the top seven topics that faculty identified as having the most importance to them were:

1. Guiding students on developing skills for research and learning
2. Workshops on student mental health, its relation to academic performance, and how to aid students in accessing support
3. Professional development on learning technologies
4. Professional development on strategies for improving student communication
5. Guiding students on developing organizational skills
6. Promotion of and/or support for sending faculty to conferences and workshops on teaching and learning
7. Provision of internal resource grants to support projects for teaching and learning

Some differences were found between certain groups of faculty. The following topics were ranked more highly by the specified demographic subgroups:

1. Classroom presentation and delivery skills for junior full-time faculty
2. Decolonization and indigenization for faculty who have not reached maximum promotion
3. Workshops and resources on improving access to students to on-campus services for Arts faculty
4. Learning about student peer learning structures for Assistant Professors and Instructors.

Additional, open-ended questions were asked in order to help identify issues not directly addressed in the remainder of the survey. These asked faculty about other services and resources that should be considered, areas of greatest need for improvement, and about what faculty most enjoyed about

teaching at Acadia. The responses were examined and coded for recurring themes to identify trends in the responses.

In the textual responses to the question regarding additional services and resources, faculty identified additional specific needs. Three themes were most evident. First, the need for professional development and coordinated peer networking opportunities, mostly related to pedagogy (e.g. active learning, methods for large classes), and on sharing best practices (e.g. thesis support, GIFT program). Second, the need for a centre or staffing in the area of teaching and learning to coordinate such activities. And third, the need for more supports to help faculty address issues of mental health, disabilities, and inclusion within their teaching environment. There were also a number of comments about the need for grant programs in these areas and support for cross-disciplinary teaching.

The above themes were largely reiterated in responses to the question asking for comments about areas of greatest need. Supports related to professional development, mentoring and networking particularly for new faculty, mental health and inclusion, and the need for a centre or staffing were prominent recurring themes. Classroom facilities, in terms of layout and technology, were noted as areas of improvement. Faculty also identified a variety of management issues, mostly focused on maintaining appropriate class sizes and faculty levels and on the encouragement and recognition of teaching excellence for faculty.

The question regarding what faculty most enjoy about teaching at Acadia also helps articulate what is treasured about the teaching environment here, and may provide some guidance about additional consideration when planning professional development and supports for faculty. Freedom in what and how to teach, and a collegial atmosphere amongst faculty both notably appeared as themes in the responses. More than those, having small class sizes also were a common recurring theme. By far, and identified by almost half of respondents, without any specific prompting, was the close interaction with students, seeing them grow both personally and professionally.

Recommendations

The FSC recommends that a Teaching and Learning Center be created at Acadia as soon as possible to deal with the many important issues that the T&L survey has raised. We see this taking on a staged approach using existing resources at first and adding in new resources as funding becomes available through sources such as the Office of Advancement. The first tangible step would be to create a TLC Planning Committee under the appropriate body that would develop a plan over the summer and fall and report to Senate by December 2017, with implementation starting in early 2018.

Course Delivery Models

Introduction

Course delivery models exist along a spectrum. On one end of the spectrum sits the traditional, face-to-face course, incorporating no computer technology. On the other end of the spectrum sits the fully online course, in which every aspect of the course is mediated by computer technology. The area in between these two extremes has a variety of blended course types as shown in Figure 1. According to Bates (2015), most contemporary courses are blended courses, incorporating at the very least, something like PowerPoint slides to facilitate in-class lectures. This certainly holds true at Acadia. Less common on our campus are the 'flipped' and 'hybrid' models as defined by Bates. A flipped course is one in which lectures are pre-recorded and made available online for students to listen to or watch outside of class time. Class time is used to discuss and/or practice material delivered in the lectures Rutherfoord & Rutherfoord (2013). Hybrid courses are courses in which the majority of content is delivered online. A small portion of the course is held face-to-face, usually because online interactions cannot adequately accommodate some of the course material Bates (2015).
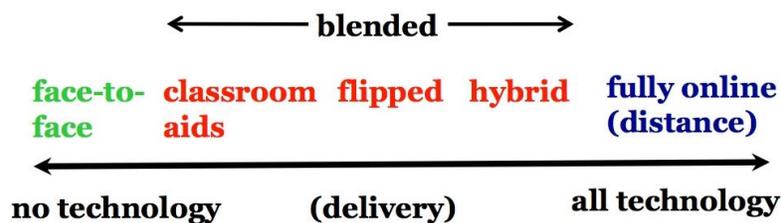

Figure 1. Adapted from Bates (2015), Figure 9.1.2. The continuum of technology-based learning.

Deciding Which Model to Use

On the spectrum of course delivery models, there is no point that is the best point for every subject and every course. Ideally, Acadia's infrastructure will accommodate all models within the spectrum, allowing an instructor to choose the best model for her/his course. In their *Course Delivery Decision Model*, or CDDM, Brinthaupt, *et al.* (2014) list four "holistic considerations" that affect the viability of course delivery models. These considerations are:

- "Availability of course management system, website, and/or classroom space"
- "Campus technological support services for faculty and students"

- "Institutional/Campus culture and climate regarding the use of technology"

- "Student demographics"

Within the context of these considerations, instructors can determine the best model of course delivery for each course that they teach. The model is summarized in Figure 2.

Course Delivery Decision Model

Holistic Considerations:
- Availability of course management system, website and/or classroom space
- Campus technological support services for faculty and students
- Institutional/Campus culture and climate regarding the use of technology
- Student demographics

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Learning Outcome: (Note: Each learning outcome should be considered independently.)

DOMAINS

CONTENT
- Textbook
- Lecture
- Handouts (textbook or instructor prepared)
- PPT
- Video
- Hyperlinks
- Artifacts
- Other
- Evaluate: Content methods/materials meet learning outcome.

ACTIVITIES
- Individual / Group Discussion
- PBL
- Role Play
- Debate
- Survey
- Other
- Evaluate: Activities reflect/enhance/model the desired learning outcome.

ASSESSMENT AND FEEDBACK
- Tests/Exams
- Research Paper
- Report
- Individual Project
- Group Project
- Participation
- Survey
- Other
- Evaluate: Assessment method(s) provide data to confirm whether desired learning outcome has been met.

Level I Decisions (Course Domain) Which delivery mode best supports this domain?

Y N Online
Y N Blended/Hybrid
Y N F2F / Web-enhanced
Any preference

Y N Online
Y N Blended/Hybrid
Y N F2F / Web-enhanced
Any preference

Y N Online
Y N Blended/Hybrid
Y N F2F / Web-enhanced
Any preference

Level II Decision Which delivery mode best supports this learning outcome? This outcome may best be delivered:
- Online—completely web-based content delivery
- Blended/Hybrid—web-assisted course; mixture of online content and F2F meetings
- F2F / Web-enhanced—traditional classroom setting

Combine results from all learning outcomes (Level II decisions) and proceed to Level III.

Level III Decision/Conclusion

Each outcome along with delivery options has been considered. Re-examine the holistic considerations and make final delivery decision.
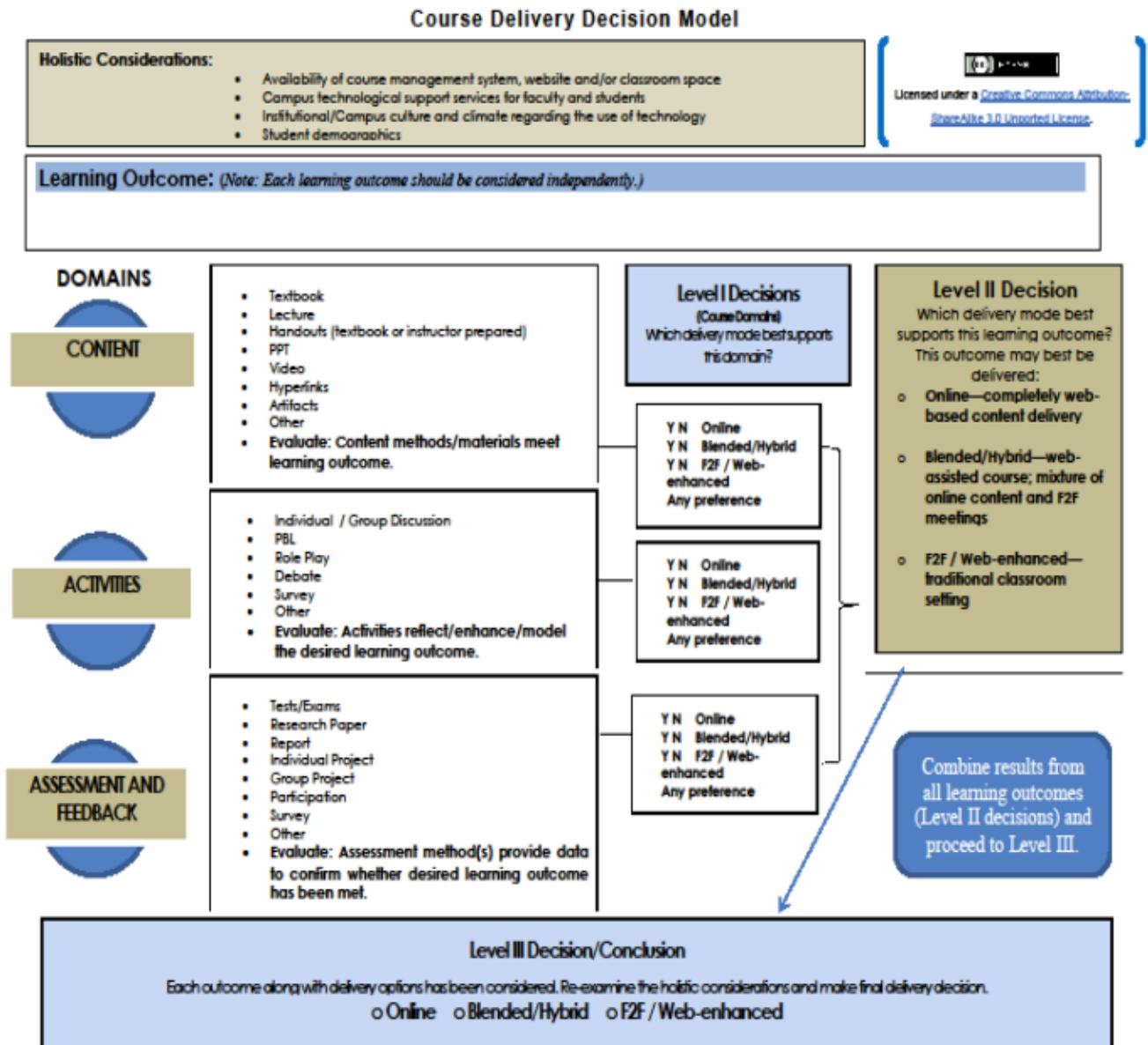o Online   o Blended/Hybrid   o F2F / Web-enhanced

Figure 2. Course Delivery Decision Model, or CDDM, from Brinthaupt, *et al.* (2014)

Following the initial reflection on the broad institutional context, an instructor using the CDDM would write a list of learning outcomes for the course. Learning outcomes are short statements

that define skills or pieces of knowledge that students in a course shall have learned by the end of the course.

The instructor must then decide for each learning outcome, the best course delivery mechanics for each of the CDDM's domains. These are the "Level I" decisions in the CDDM. As outlined in the model above, the three domains are "content," "activities," and "assessment and feedback." The content consists of things like lectures, reading materials, videos, etc. that students will use to learn the course material. Activities can take a variety of forms and provide a means for students to practice working with the content. Assessment and feedback are the mechanisms by which the instructor determines whether or not a given student has met the learning outcomes and offers feedback for further improvement (e.g. tests, term papers, etc.). Upon determining the best method for delivering each domain of each learning outcome, the Level II decision can be made: which course delivery method is best for each learning outcome? Brinthaupt, et al. (2013) note that respecting the learning outcomes is of the utmost importance in this model – "Learning outcomes must dictate delivery methods and should not be altered in order to accommodate specific delivery methods". Finally, the Level III decision can be made: which delivery method best serves the course (given the outcome of the Level II decisions)?

Table 1 provides an example of what the Level I decisions might look like for portion of a course, according to Brinthaupt, et al. (2013). The CDDM decision-making process is complex, requiring instructors to have a strong grasp of various pedagogical practices. This will require some training, mentorship and practice, but can become of significant benefit to the culture of an education institution.

Table 1. An example of Level I CDDM decisions, from Brinthaupt, et al. (2013)

	Methodologies Chosen	Delivery Mode Decision Made
Outcome 1: Students in this course will identify and define foundational medical terminology		
Content	Textbook readings, glossaries	Online
Activities	Flashcards, definition games	Online
Assessment/feedback	Self-assessments, quizzes, definition sheets	Online
Outcome 2: Apply theoretical frameworks to the development of personal health habits		
Content	Textbook readings, lecture to compare and contrast theories	Blended/hybrid
Activities	Discussions	F2F
Assessment/feedback	Essay questions	F2F; in-class tests
Outcome 3: Conduct a personal health habit assessment on themselves or another person		
Content	Textbook readings, discussions to identify what constitutes a personal health habit, how it is acquired and perpetuated	Blended/hybrid
Activities	Frequency/duration log or check list keeping, discussions, journaling	Online
Assessment/feedback	Essays	Online document submissions
Outcome 4: Identify and compare the effects of external factors on personal health habits		
Content	Textbook readings, discussions to identify what external factors are and what effects they may have	Blended/hybrid
Activities	Personal health habit self-inventories, discussions, journaling	Online
Assessment/feedback	Essays	Online document submissions
Outcome 5: Demonstrate one significant behavioral change pertaining to a personal health habit		
Content	Textbook readings, supplemental readings (journals/articles), discussion, video presentations depicting individuals who have made positive health-related behavioral changes, guest speakers	Blended/hybrid
Activities	Discussion, journaling, video or picture diary (log)	Online
Assessment/feedback	Presentation with reflection paper highlighting concepts and theories culminating in the behavioral change/impact on health	Blended/hybrid

Recommendations

The Faculty Support Committee is recommending that a CDDM model or one similar to it be adopted at Acadia. The model places a focus on developing clear learning outcomes for a course and structuring the course around those outcomes using the full range of delivery models. This process allows faculty and students both to understand the goals and expectations for the course and to tailor the deliver of information so as to optimize the formation of knowledge in the students mind.

As this brief report shows, teaching practices have rapidly evolved in the last few years, enhanced by new teaching technologies and dynamic pedagogical models. In order to support and enhance Acadia's ability to deliver courses in formats that best serve instructors and students alike, the Faculty Support Committee sees the need for professional assistance in area of teaching and learning at Acadia.   Such assistance would educate and empower Acadia faculty members' to effectively develop courses using the CDDM (or similar model) and help to guide Acadia's ongoing adoption of teaching and learning technologies.

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Credit Hour Definition - A Report in Progress

Introduction

Acadia's current credit hour definition reads as follows:

> "One credit hour (1h) is assigned to a class that meets fifty minutes per week in class instruction, **exclusive** of laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent class hours at intersession." And "A 3-credit course will have a minimum of 36 contact hours."

Implied in this definition is each course will be have 3 x 1h (fifty minute) contact hours that will take place each week (on average) for approximately 12 weeks. This definition is quite similar to that used by many Canadian [1] and US [2] universities and it is sufficient for many of the courses offered on campus at Acadia (see the US Federal Definition in Appendix A [3]). However, it is defined primarily from the perspective of the instructor and does not support all types of credit courses on campus. Specifically, it does not encompass credit co-op, block teaching, guided experiential learning courses, reading courses, or theses courses. This definition, with its emphasis on meeting "fifty minutes per week in class" also does not support online courses. The FSC was asked to investigate recent thinking on credit hour definitions in light of the spectrum of current and future course delivery models at Acadia.

A New Perspective

If Acadia updates its definition to accommodate various models of course delivery, it would be prudent to consider the perspective and expectations of students. The current definition stipulates 36 contact hours for a 3-credit hour course, which focuses on the expectations of faculty member. It does not offer students much insight into what is expected of them in a 3-credit course. A definition that focuses on the approximate number of hours of work required by a student to earn a credit, rather than just the number of faculty-student contact hours, would help students understand what is expected of them. Any metric describing faculty workload per course should be considered separate from the credit hour definition. For example, a current 3-credit hour course taught in-class or online can require a similar workload for students but a differing workload for the respective instructors. A student centered credit

hour would allow for greater flexibility in course delivery methods, since work towards a course need not take place in a physical classroom with a faculty member present. With that said, an updated definition might look something like this:

> One credit hour (1h) is assigned to a class that is expected to engage a student in an average of x hours of activity per week, including any laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent time under any other delivery model (such as intersession or online). A 3h-credit course would be expected to engage a student in approximately x hours times 12 weeks of activity, including any laboratory, tutorial, and examination requirements.

Another possible approach to defining the credit hour is to base it entirely on learning outcomes. The European Union uses this sort of system. The European Credit Transfer and Accumulation System (ECTS) require that university courses be constructed around clear learning outcomes [4]. The awarding of credits is tied to students meeting those outcomes. Assessment tools (tests, papers, etc.) are used to determine whether or not a student has met the course's learning outcomes. This approach to course credit dispenses with time as a factor in awarding credit. ECTS guidelines state that a typical course would have 10 – 12 learning outcomes, which students must achieve before being granted credit for the course. Each learning outcome could have assigned to y hours of activity. This system offers the benefit of transparency to students because each course clearly indicates the requirements for completion. Moving to a model like this would change the way that many courses are developed at Acadia and would require, at the very least, an update of all course descriptions.

Committees Current Position

The Faculty Support Committee feels that a new credit hour definition be created that is student centric. A definition that is based on learning outcomes, or one based on the number of hours a student is expected to engage with a course, can accommodate a wider variety of course delivery methods than our current definition. We feel the creation of a new credit hour definition that is based on the number of hours of work a student is expected to devote to a course, including lab time, time devoted to assignments, and examinations. While a learning

outcomes focused credit system offers the greatest transparency for students, the implementation of such a system would be complex, since all Acadia courses would have to be developed within a learning outcomes framework. As such, a focus on workload seems to be a more realistic update to our current credit hour definition.

Future Agenda Item for Senate

The Faculty Support Committee, having reviewed credit hour definitions in Canada and abroad, and to support the use of alternative delivery models, has moved in the direction of changing the credit hour definition from a teacher-centered definition to a learner-centered definition. We could use feedback from Senate in order to revise such a new credit hour definition in advance of making a recommendation. An initial frame for a learner-centered credit hour definition is:

> *One credit hour (1h) is assigned to a class that is expected to engage a student in an average of x hours of activity per week, including any laboratory, tutorial, and examination requirements, over a period of one term, or for equivalent time at intersession.*
>
> *A 3h course would be expected to engage a student in approximately **3**x hours of activity **per week**, including any laboratory, tutorial, and examination requirements for approximately 12 weeks.*

We would welcome feedback in general on this definition. However, there are three specific areas to which we would like to draw attention:

1. What should "*x*" be? The European Credit Transfer System uses 1500 hours to 1800 hours of activity per year for a full-time course load as a guide. We may also want to consider aspects of student activity related to liberal education and community engagement in thinking about "x" as well.

2. What should be explicitly included in the list of activities, and what, if anything, should be explicitly excluded?

3. How should this definition deal with non-credit labs, which are co-requisites with courses? Should these be included or not included in the "x" hours? Should they be addressed separately?

References

[1] What is Academic Credit? Prepared for BCCAT by Dr. Fiona A.E. McQuarrie, July 2016

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[3] Federal Definition of Credit Hour, from Credit Assignment Policy - Fordham University, NY

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Appendix A – US Federal Definition of Credit Hour from [3]

The US federal definition of "credit hour" is based on the Carnegie unit of academic credit and is defined in 34 CFR 600.2 (and further modified in 34 CFR 668.8 (k) and (l)) as "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. "one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. "at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

ACADEMIC INTEGRITY COMMITTEE

Report to Senate – June 12, 2017

Committee Members as of June 12, 2017:

Dr. Susan Potter, Chair (Pure & Applied Science) – resigning June 30, 2017 (sabbatical)

Dr. Jeff Banks, Acting Registrar

Dr. Paul Arnold, Pure & Applied Science

Dr. Diemo Landgraf (Arts)

Ms. Ann Smith, Library

Changes in membership since the May, 2016 report:

Ms. Brianna Jarvin, VPA of the ASU, student representative, finished her term in April 2017

Dr. Jason Holt, Professional Studies, finished his term on June 30, 2016 (he was never replaced)

Dr. Stephen Ahern, Arts, resigned on August 10, 2016

Since last May, the AIC has met nine times: June 8, July 10, Aug 10, Aug 23, Sept 23, Oct 28, 2016; and Jan 23, May 16, and June 8, 2017. The committee has been following the plan we had laid out previously, although we are somewhat behind schedule. We have completed the student and faculty academic integrity surveys: 884 students and 77 faculty members completed the surveys. Some interesting data emerged. To view the survey results, please visit the following links:

Student survey results: https://ql.tc/XRNPBO Access Code: Acadiastudent2017

Faculty survey results: https://ql.tc/obMK7p Access Code: Acadiafaculty2017

The Academic Integrity Committee plans to hold two round table discussions over the summer months to discuss how bests to address the issues raised by the committee and the survey results. The issues we would like to discuss and have input on include questions such as:

1. Educating students about plagiarism, cheating, and so on is important, and the librarians have put together a range of educational materials. One idea is to require students to take a test to ensure they are aware of what constitutes plagiarism, cheating, etc. They can take the test as many times as they want, but they must eventually get 100%. This way, they cannot use ignorance as a defence; but how can we ensure that students will take the test? Can we withhold their fall term grades until they have completed the test? Other ideas?

2. Does the severity of the offence matter and, if so, how do we rate the severity of an offence (e.g., should a student who is guilty of poor paraphrasing or failing to cite a source get the same penalty as a student who paid someone to write their paper for them?)

3. What should the consequences or penalties be for academic integrity offences? According to the survey results, they currently vary widely across campus. Should the policy dictate the penalties? Should the consequences differ for lower and upper level students? Most agree they should be increasingly severe for repeat offences – what if multiple offences are carried out at the same time (e.g., two end of term papers are plagiarized)?

4. How and where should offences be reported? One idea we discussed was using a procedure similar to the one used by the Research Ethics Board. Using this method, the Academic Integrity Committee would oversee penalties. Professors or department heads would complete a short form describing the nature of the offence and the penalty they had given. This would be communicated to the student, and the student and faculty member would sign the form and submit it to the academic integrity committee chair. The chair would then pass the form on to a member of the committee to review. The committee member would then email the faculty member and student to let them know that the penalty was deemed appropriate and the offence had been documented. The committee would then meet once per month to discuss the cases. Any contentious cases would be discussed in more detail and the reporting faculty member and accused student would be given the opportunity to make their case to the committee in cases of disagreement. It is anticipated that most cases would be quick to review and "rubber stamp", but at this point, we have no idea how many more complex or contentious cases to expect. If there are more than a few per month, this process may prove to be too time consuming.

5. Who should report the offences (faculty member, dept head?)

6. Reports will go on file in a searchable database. Who can search it? How do we determine if someone is a repeat offender? Would faculty be willing to check with registrar to see if someone is a repeat offender before assigning a penalty?

7. We think it would be a good idea to have an honour code. This would take the form of a statement that each student signs when they register, saying that they agree to abide by the academic integrity policy and not plagiarize, cheat, etc. It may be a good idea to have one for the university overall and to encourage faculty members to include a statement at the end of exams and have students include a statement at the end of assignments saying it is their own work, they did not copy, cheat, plagiarize, etc.

8. What elements would faculty members, students, and administrators like to see in Acadia's academic integrity policy?

Members of senate are invited to submit additional questions they would like to see discussed. In addition, for those who are unable to attend either of the meetings, we invite written comments. Faculty members, administrators, and students who are around during the summer are invited to attend the round table discussions. These will be scheduled in the upcoming few weeks.

Respectfully submitted by Susan Potter, Chair

ADMISSION & ACADEMIC STANDING COMMITTEE (Policy)

Annual Report to Senate for 2016-2017

June 7, 2017

Committee Members 2016-2017
Heather Hemming (Chair)
Jeff Banks, Registrar (Acting)
Jeff Hooper (Dean, Pure & Applied Science)(Acting)
Jeff Hennessy (Dean, Arts (Acting)
Ann Vibert, first term; Glyn Bissix, second term (Dean, Professional Studies)(Acting)
Jeff Banks (Director, Open Acadia)
Jessica Slights (Arts)
Christian Thomas (Arts)
Paul Callaghan (Prof. Studies)
Brenda Trofanenko (Prof. Studies)
Paul Arnold (Science)
Nelson O'Driscoll (Science)
Stephen McMullin (Theology)
Brianna Jarvin; later replaced by Samantha Nixon (ASU VPA)

Purpose of Committee:

To interpret and to apply the conditions of admissions and academic standing as outlined in the University Calendar and to make recommendations to Senate with respect to its policy as it relates to admissions, failures, and academic regulations.

Meetings:

The committee met on the following dates: October 18, 2016 and February 8, March 29, May 16, May 23 and June 6th, 2017.

Objectives laid out for the committee's work this past year included the following:
- Review academic regulations for participation in the ASSP
- Review academic regulations for admission in the EAP – Bridging
- Review academic regulations for the internal transfer process
- Explore the question "Should the academic entrance requirements be reviewed?"
- Review academic regulations in the University Calendar re: status and history

Outcomes:

The changes incorporated into University Calendar in 2013 (onward), were investigated to assess whether regulations were approved by Senate. The Committee concluded that no Senate motion had been required to approve the changes given that nothing had been removed from the regulations, rather only moved to different locations in the academic calendar.

The Committee reviewed the academic regulations for the EAP bridging program and English Language Competency requirements necessary for admission as outlined in the Calendar. The Committee concluded that the

information is not clearly communicated and incomplete. The Registrar is drafting new language to assist students to understand language requirements that will be inserted in the next version of the Calendar.

The appeal process for dismissal was reviewed. As part of its discussion it was agreed that it would be beneficial to students if the Ad Hoc A & AS Committee return to the status of a Senate standing committee. Further, it was concluded that when letters are sent to students regarding dismissed that their right to an appeal and the process to be followed are clearly identified. This has been communicated to the Registrar's Office.

The A&AS Policy Committee has begun an extensive review of the Academic Regulations and Policies as outlined in the University Calendar. It has completed approximately 60% of its work in this area. A report will come forward to Senate in Fall 2017.

Policy and regulations that require Senate approval will be presented as motions once the Committee has completed its discussions on specific areas.

Respectfully submitted by the Chair,

Heather Hemming
Vice-President Academic (Acting)
Chair, Admission and Academic Standing Committee (Policy)

ACADEMIC PLANNING COMMITTEE
Annual Report to Senate for 2016-2017

Membership:
VP Academic (Chair): Heather Hemming
Dean of Pure & Applied Science: Jeff Hooper
Interim Dean of Arts: Jeff Hennessy
Dean of Professional Studies: Ann Vibert (Fall Term); Glyn Bissix (Winter Term)
University Librarian (Acting): Ann Smith
Faculty: Craig Bennett
Faculty: Matthew Lukeman
Faculty: John Colton
Faculty: Andrew Biro
Student VP Academic: Brianna Jarvin

Mandate:

The Academic Planning Committee shall make recommendations to Senate on matters relating to academic principles and planning. In carrying out its work, the Committee shall consult widely with all stakeholders and relevant bodies on campus. The APC shall report regularly to Senate, no less than two times per year.

Meetings: The committee met on November 1, 2016, and February 2 and March 30, 2017.

Objectives:

- Explore revising the process for Permanent Faculty Hiring for the next cycle 2017-2018
- Review the reports submitted by Faculties and/or Library and develop recommendations for presentation to Senate

Outcomes:

The APC completed the ranking of the submissions by Faculties and the Library sector Report from the Academic Planning Committee was presented at the April 10, 2017 meeting of Senate and a motion to approve the APC's report ranking the permanent faculty requests for 2016-2017 was approved.

The APC began its review of the existing process and timelines for the next cycle. Further information will be forthcoming to Senate in Fall 2017.

Respectfully submitted,

Heather Hemming Vice-President Academic (Acting)

ACADEMIC PROGRAM REVIEW COMMITTEE
Annual Report to Senate for 2016-2017

June 7, 2017

Committee Members 2016-17
> Heather Hemming, Vice-President Academic (Acting) (Chair)
> Jeff Banks, Acting Registrar
> Christianne Rushton, Arts
> Ann Dodge, Professional Studies
> Diane Holmberg, Pure & Applied Science
> Jim Stanley, Board of Governors
> Deans of academic unit under review:
>> Jeff Hennessy, Dean of Arts
>> Jeff Hooper, Acting Dean of Pure & Applied Science
>> Ann Vibert (first term), Glyn Bissix (second term), Acting Dean of Professional Studies

Purpose of Committee:
(1)   To determine policy and procedures for conducting program reviews;
(2)   To determine annually which academic units are to be reviewed;
(3)   To select the members of each unit review committee;
(4)   To oversee the process of review in each case;
(5)   To make recommendations to Senate on the basis of the findings of each unit review committee
(6)   To deal with such matters as Senate may from time to time entrust to the Committee.

Meeting Dates:
This committee met On October 5, October 20, November 24, 2016 and February 9 and March 30, 2017.

Objectives this year as outlined in the transition report to Senate were as follows:
- Make recommendations to Senate for the Music Therapy Review
- Conduct an external review of BA/BSC
- Develop a schedule for conducting reviews for units who are due for reviews over the next seven years
- MPHEC Requirements for Program Reviews and a Quality Assurance Framework

Outcomes:

- The APRC motion to Senate to approve recommendations regarding the Music Therapy Review was approved November 14, 2016.

- The APRC spent considerable time framing up a process for conducting the review of the BA/BSC degrees an outstanding issue carried forward from 2015-2016. This included identifying a mandate for the review, developing guidelines for the self-study and identifying external reviewers. As the APRC delved into the potential process and considered the big question that has come up regarding defining what we mean by a liberal education it concluded it is premature to go forward with this review until clearer parameters are established.

- The following dates were tentatively established by the committee for program reviews:
  - Education (all programs) – Fall 2017
  - Social and Political Thought - Fall 2017
  - Politics – Fall 2017
  - Chemistry – Winter 2018

- Psychology – Fall 2017
- Economics – Fall 2017
- History & Classics – Winter 2018
- Master of Recreation Management – Fall 2017

o The Acadia submission to the MPHEC Survey of University Quality Assurance Framework was filed on December 12, 2016. The Survey is intended to collect data on the review activity of programs and units.

o The APRC assessed alignment of our policies and practices with the MPHEC's Quality Assurance Framework (2016) and revised the Academic Program Review Guidelines to reflect the guidelines for quality assurance. The new APRC guidelines for were approved by Senate at its April 10th, 2017 meeting.

Respectfully submitted,

Heather Hemming Vice-President Academic (Acting)

Board of Open Acadia Report

Membership:
VP Academic (Chair): Heather Hemming
Associate VP Finance & Treasure: Mary MacVicar
Director of Open Acadia: Jeff Banks
Registrar; Jeff Banks (Acting)
Dean of Pure & Applied Science: Jeff Hooper
Dean of Arts: Jeff Hennessy
Dean of Professional Studies: Ann Vibert (Fall Term); Glyn Bissix (Winter Term)

Mandate:
The duties of the Board of Open Acadia are to formulate, review and modify policy pertaining to the operation and enhancement of the program in Continuing Education at Acadia University.

Meetings:
The Board held its first meeting on October 24th, 2016. There were no other meetings held during the 2016-17 academic year.

Objective:
To work through appropriate channels to revise its mandate in a manner that aligns with current practices and develop a quality assurance framework for online courses.

Outcomes:
As the committee did not meet this year, the objective outlined will be carried forward to the next academic year.

Respectfully submitted,

Heather Hemming, Vice-President Academic (Acting)

Report the Senate Ad Hoc Committee on Community Engagement

MEMBERS
Jeff Hooper, Dean of Science **Wendy Robicheau,** Faculty Rep (Arts) **Mary Sweatman,** Faculty Rep (Prof. Studies) **Catherine Morley**, Faculty Rep (Science) **Oliver Jacob**, Student Rep

Mandate:

1. Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.

2. Consider how Acadia can strengthen its links to the broader community in future.

3. Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.

4. Engage with key people and groups on campus (Co-op office, ALL program, Department of Community Development, Associated Alumni of Acadia University, Acadia Entrepreneurship Centre, Acadia Athletics, SMILE, Performing Arts Series, etc)

Activities:
The Committee has met five times (January 26; Feb 7; March 7, March 20; May 30, 2017).

Actions to address mandate:

1. **Document and celebrate the ways in which Acadia is currently engaging with the broader community and integrating this engagement into program curricula.**

   - Exploring how others on campus have gathered information on faculty's community engagement activities; considering options for data collection. Concern about distributing a survey as want to ensure response rate that yields the desired information.
   - Exploring historical documentation re: the Acadia Institute (1955 to 1985)
   - Learning about options for a presence for community engagement showcasing on the Acadia website.
   - Explored the connections between Industry and Community Engagement (RGS) and our Ad Hoc Committee

2. **Consider how Acadia can strengthen its links to the broader community in future.**
   - To be determined after pursuing activities described in this report.

3. **Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.**
   - have information on the history of the co-curricular transcript; there is student interest in the CCT especially for application to grad school.
   - Proposing an independent study for an environmental scan on CCT at other universities
   - Would require human resources for administration

4. **Engage with key people and groups on campus (Co-op office, ALL program, Department of Community Development, Associated Alumni of Acadia University, Acadia Entrepreneurship Centre, Acadia Athletics, SMILE, Performing Arts Series, etc)**
   - To be pursued as the Committee's work unfolds

i. **Consider how Acadia can strengthen its links to the broader community in future.**

- The Committee agreed that it is important that community engagement is not limited to Acadia reaching out to the community but also welcoming community members and groups who reach out to Acadia's campus.

- Initial thoughts about celebrating current engagement related to sharing connections on the Acadia website (e.g., homepage and departmental/program pages).

- Agreed to explore possible documentation approaches to coalesce current community engagement initiatives for the information of the Committee, Senate, and the public-at-large.

ii. **Determine the status and usage of the co-curricular transcript. After gauging interest, propose mechanisms to enhance its use in future.**

- Preliminary information was gathered re: use and adoption of the co-curricular transcript. Not well used at Acadia. Agreed to explore how this or a similar documentation of co-curricular activities occurs at other post-secondary institutions.

- Discussed connection to Town of Wolfville and efforts to support connections between community groups and Acadia students through service learning opportunities.

iii. **Engage with key people and groups on campus**
   - Agreed this will unfold as we pursue work on the above.

Committee Goals for the Current Year

The Committee decided to focus on the following items specific and measurable goals for the Winter term:
- Determine the current status and usage of the co-curricular transcript and how Acadia University could better support and enhance its use for its current and future students.

- Look into status of current community engagement activities by department/faculty; explore how to ensure the myriad of important and innovative activities are documented, reported and celebrated!

Submitted by Catherine Morley, Chair (Mary Sweatman will serve as Chair during CM's sabbatical)

Ad-Hoc Relationships with other Post-Secondary Institutions Committee
Annual Report to Senate for 2016-2017

June 7, 2017

Membership:
Chair: Paul Lauzon, Arts Representative
VP Academic: Heather Hemming
Professional Studies Representative: Chris Shields
Pure & Applied Science Representative: Allison Walker
Student Representative: Oliver Gardiner

Mandate:

- o Investigate how Acadia is currently engaged with the U4 League, and how the relationships can enhance students' curricular experiences and faculty development and research experiences.
- o Investigate existing relationships with community colleges/universities and 2+2-type agreements/bulk transfer programs (i.e. NSCC-Acadia Business programs, Sir Sanford Fleming College-Acadia Earth Science programs, Memorial University-Acadia Nutrition and Dietetics programs, Acadia-Dalhousie Engineering programs, etc). Identify possible additional relationships and develop a clear process for future proposals.
- o Investigate other current or potential linkages that may benefit Acadia.
- o Engage with key people and groups on campus (U4 league committee members, School of Business, Department of Earth and Environmental Science, School of Nutrition, School of Engineering, etc.)

Meeting Dates:
This committee met on January 13th, January 15th and April 19th, 2017.

Initial objectives as identified in the transition report included the following:
- • Develop a model of recommended steps to establish successful agreements beneficial to Acadia and feasible to implement:
  - o Nationally
  - o Internationally
  - o Internationally non-English Language Programs
- • Work closely with the working group on Recruitment

Outcomes:
The committee has been working to outline the process within the academic sector for the development of articulation agreements with other international institutions.
The committee began with an analysis of the elements of current agreements and consulted with Recruitment and Enrolment to understand how existing agreements have been developed.
A multi- stage framework is almost complete and the committee intends to bring a motion forward regarding the process when Senate meets in September.

Respectfully submitted,
Paul Lauzon, Chair